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ABSTRACT

The resource manual is intended to help Florida school districts provide services to gifted students. Rules and regulations are cited along with recommended procedures for the following program areas: definitions, eligibility criteria, screening, referral, evaluation, determinaton of eligibility and placement, provision of an educational plan, dismissal or reassignment, program organization, instructional programs, supportive services, inservice, program evaluation, parent involvement, and facility considerations. More than one half of the manual is composed of appended material, including sample forms for individual project contracts and information on rating scales and performance data scales. (CL)

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A RESOURCE MANUAL FOR THE DEVELOPMENT AND EVALUATION OF SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

Volume II-G: Gifted

FLORIDA DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner
Tallahassee, Florida
Affirmative action/equal opportunity employer

REVISED OCTOBER 1980

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DIVISION OF PUBLIC SCHOOLS
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

Florida Department of Education Publications in Exceptional Student Education

The following is a list of publications developed by the Bureau of Education for Exceptional Students to assist local school systems in the provision of special programs for exceptional students. For additional information, please contact:

Mrs. Linda D. Schroeder, Consultant
FDLRS Clearinghouse/Information Center
Florida Department of Education
Bureau of Education for Exceptional Students
Knott Building
Tallahassee, Florida 32301
Telephone: 904/488-1879 Suncom: 278-1879 SpecialNet: BEESPS

RESOURCE MANUALS

Laws and Rules

___ Volume I-B: Florida Statutes and State Board of Education Rules: Excerpts for Programs for Exceptional Students, 1982.

___ Volume I-C: Federal Laws and Regulations Pertaining to the Education of Exceptional Students - P.L. 94-142, Sec. 504, and P.L. 89-313, 1982.

___ Volume I-E: Florida Statutes and State Board of Education Rules: Florida School for the Deaf and the Blind - Florida Department of Health and Rehabilitative Services, 1980.

Program Manuals

___ Volume II-A: Visually Impaired

___ Volume II-B: Mentally Handicapped, 1982.

___ Volume II-C: Speech and Language Impaired, 1979.

___ Volume II-D: Hearing Impaired: Deaf and Hard of Hearing

___ Volume II-E: Emotionally Handicapped, 1981.

___ Volume II-F: Specific Learning Disabilities, 1980.

___ Volume II-G: Gifted, 1980.

___ Volume II-H: Homebound/Hospitalized, 1980.

___ Volume II-I: Physically Impaired, 1977.

___ Volume II-J: Occupational and Physical Therapy, 1982.

___ Volume II-K: Deaf-Blind, 1982.

(continued on inside back cover)

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FOREWORD

Through the provision of state funds by legislative action, the people of Florida have indicated their desire to meet the special education needs of exceptional students. The Florida Department of Education is ready to cooperate with parents, teachers, school administrators, other agencies and interested citizens in an effort to establish instructional programs for exceptional students as the local community may need.

The right of an exceptional student to a free public education must be fully implemented. This Resource Manual should assist local school systems in developing appropriate procedures to provide those special arrangements which will enable the exceptional student to make greater progress toward optimal growth and development.

It is hoped that this Resource Manual will help bring clarity and direction to educational planning for exceptional students in Florida and be broad enough in scope for the varying needs of the individual and the community.

October, 1980

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PURPOSE OF RESOURCE MANUALS

1. To provide information regarding general considerations for development and evaluation of district programs for exceptional students.

2. To provide information specific to program development and evaluation for each area of exceptionality.

3. To serve as a vehicle for planning and communication among the exceptional student staff, school principals, parents and other education and community programs within a district.

Volume II-G was developed to offer a planning/evaluation framework for districts in providing educational programs for gifted students. School districts are faced with problems of: making programs responsive to the needs of exceptional students, increasing the effectiveness of programs and services in resolving the needs of exceptional students, and increasing the resource efficiency and the procedural reliability of processes used. Solving these problems means that school districts must adopt the concepts of planning and management and adapt the corresponding procedures to use in continuing programs. Informed decision-making is requisite to quality in education and is a logical outgrowth of comprehensive planning and systematic management.

Florida law mandates that an appropriate educational program be provided for all gifted students. This resource manual is offered to assist districts in more closely approximating exemplary instructional programs.

Task Force for Revision of the Resource Manual for
Special Programs Gifted Students

Dr. Etoyal Yelverton - Coordinator of Programs for the Gifted
Duval County - President of Florida
Association for the Gifted

Mrs. Jennifer Smith - Supervisor for the Gifted
Pasco County

Mrs. Mary Lyons - Teacher of the Gifted
Citrus County

Mrs. Jacqueline McCormick - Teacher of the Gifted
Sarasota County

Mrs. Faye Garcia - Adviser for the Student Leadership
Development Program - Dade County

Mr. Richard Voorneveld - Community Leadership Program
Alachua County

Miss Joyce Runyon - Consultant for Gifted
Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

I. DEFINITION

A gifted child is one who has superior intellectual development and is capable of high performance. The mental development of a gifted child is two(2) standard deviations or more above the mean. (SBER 6A-6.3019(1))

II. CRITERIA FOR ELIGIBILITY

A. I.Q.--Two(2) standard deviations above the mean on an individual test of intelligence as administered by a certified specialist in school psychology. (SBER 6A-6.3019(1)(a))

1. This is determined by the use of the WISC-R, WIPSI, WAIS, SOMPA or Stanford Binet.

2. A standard error of measurement consistent with that allowed by the individual test may be considered in individual cases, but this is not intended to extend the definition of gifted.

3. Consideration of either part score of the WISC-R (Verbal or Performance) may be made subject to the psychologist's written analysis of variables contributing to either a high or low part score. Such analysis should not be made on only a partial administration of the WISC-R.

B. A majority of characteristics of gifted children according to a standard scale or checklist. (SBER 6A-6.3019 (1((b))

1. Recommended lists are included in the appendix. These include all forms of the Renzulli-Hartman Scale and those scales developed by Dade and Citrus Counties.

2. When developing standard scales, the following categories should be included: language, conceptualization socialization, productivity, creativity, leadership and motivation.

C. Demonstration of a need for special program. (SBER 6A-6.3019(1)(c))

1. A need for special program placement may be established when the student:

   a. is not operating at maximum potential academically (e.g. standardized test scores are in the average or low ranges for expectancy age; or achievement exceeds the grade level placement by two or more years; or
   b. exhibits social behaviors (either positive or negative) in the classroom that are incompatible with age level; or

c. has capabilities for performing at higher levels of conceptualization and perception as shown by the individual intelligence test, learning abilities assessments (e.g. S.O.I., ITPA, DTLA) and observable divergent behaviors (see Appendix, "Student Study Form ").

III. PROCEDURES FOR SCREENING

A. Population to be screened: K-12

B. Process

1. Review of group administered standardized tests. Significant scores:

   a. Metropolitan Readiness Test--letter grade of "A"
   b. California Test of Basic Skills, Stanford Achievement Test, Metropolitan Achievement Test--stanines of 9 in two or more areas
   c. California Achievement Test--IQ score of 130 or above in any of the three areas
   d. Otis Lennon--scores of 125 or greater
   e. Structure of Intellect(student in grades K-4)--scores of at least two grades above grade placement on 3 or more subtests.

2. Review of individual standardized tests. Significant scores:

   a. Slosson--130 or greater
   b. McCarthy Children's Scale--130 or greater.

3. Review of non-academic performance

   a. Use of Renzulli-Hartman Scale or other characteristics checklist or interest inventory.

   b. Input from parents, teachers, school personnel, students themselves and others in contact with the potential candidate.

Underachieving gifted students will often demonstrate high variability of scores on any standardized assessment. Any student who shows outstanding capabilities in any area should have screening information reviewed carefully.

IV. PROCEDURES FOR REFERRAL

A standard referral system will be established in each individual school district to insure each student an appropriate evaluation relative to the referral. Referrals may be originated by school personnel, parents, student peers, community agency personnel, the student or district screening procedures. Referrals may be made by community agencies through the district office designated in the District Procedures, who will gather the necessary data.

School Referral Process:

A. The principal or designee should assign responsibility for the collection of information to be included on the referral form. Such information should include: results of all screening data, statement of reason for referral, indication that parental permission for testing has been obtained and is on file in the cumulative records. The referral should be signed by the principal or his designee.

B. The reason for the referral should be explained to the parents or guardian when signed permission for formal evaluation is obtained.

C. After a careful review of the referral information by qualified personnel at the school level, the assigned personnel may:

   a. request further information from the school
   b. initiate the referral for formal evaluation by sending the completed referral to the appropriate office (according to specific district procedures).

V. PROCEDURES FOR EVALUATION

A. Formal intellectual evaluation will be conducted by a certified psychologist in accordance with directions for the individual test in the test manual. In addition to the intelligence test (i.e. the WISC-R, WAIS, WIPSI, SOMPA, or Binet), other assessments such as the Wide Range Achievement Test, Bender, or Goodenough Quick Test may be administered at the psychologist's discretion.

B. Formal evaluation must also include a statement of non-academic performance. This includes characteristics checklists obtained through screening procedures and a statement of need for special program placement.

C. Re-Evaluation

Comprehensive re-evaluation of the student's performance in the special program must be conducted every three years. An individual intelligence test is not required nor recommended for this purpose. The re-evaluation may include a review of the individual educational plan, an update of the characteristics checklist and a statement of need for continuation in the program.

In individual cases, students may be referred to the psychologist for formal evaluation. In such cases where the teacher(s) or other school personnel have concerns about the student's eligibility and placement in a program for the gifted it is appropriate for a school district to have a reevaluation procedure which would consist of the administration of another individual intelligence test. This procedure could, also, apply in cases where students were placed in a gifted program utilizing the standard error of measurement or either the verbal or performance score on the WISC. The decision for the most appropriate reevaluation procedure to be used for each gifted student would be made locally. However, this should occur only when there is sufficient documentation that such retesting is an appropriate procedure.

VI. PROCEDURES FOR DETERMINING ELIGIBILITY AND PLACEMENT

A. Determining Eligibility

1. The evaluation procedure must be completed by qualified personnel before a staffing committee meeting may take place. All information necessary for determining eligibility should be available for review at the staffing meeting and then filed in the student's cumulative record.

   The eligibility staffing committee is responsible for

   a. recommending exceptional student education program eligibility in accordance with established criteria
   b. completing a summary report of the results of the staffing and submitting it to the administrator of exceptional student education

2. The staffing committee must be composed of a minimum of three(3) professional personnel, one(1) of whom shall be the district administrator of exceptional students or designee. Additional personnel may be involved in the eligibility and placement recommendation by providing information or by attending the staffing meeting. Every effort should also be made to involve the student's parents in the staffing conference, with documented attempts to involve parents filed in the cumulative records.

B. Placement

1. The staffing committee determines that the evaluation data fulfills the required criteria for the gifted program. Once eligibility is confirmed, the staffing committee will be responsible for developing IEP and recommending placement for the eligible student.

2. The following options for special placement are available:

   a. Basic class with supplementary consultation or special education service
   b. Basic class supplemented by itinerant instruction or a resource room program
   c. Special class either part-time or full-time in a regular school
   d. Special day school

3. If the staffing committee recommends placement or denial of placement, parents must be notified in writing of the reasons for the decision, including procedures to be followed for requesting a review conference.

4. The principal of the appropriate school(s) must be notified in writing of the staffing committee's recommendation.

5. When placement is recommended, the parents must be informed of their due process rights and all procedural safeguards. Informed parental consent must be obtained prior to placement. This should be in writing in order to have evidence that the parents agree to the placement.

6. When placement is denied, reasons for the denial must be given to the parents in writing along with procedural safeguards. Parental consent is not required in this case.

7. In any communication with the parents, provisions must be made to use the language or other communication commonly used by the parent unless it is clearly not feasible.

8. Should a parent refuse to grant consent for placement, school personnel must document attempts to secure consent and then may, at their discretion, request a review.

9. The final responsibility for placement rests with district administrator for exceptional student education or designee (who must be specified in district procedures).

C. Transfer Students

Student transferring from gifted programs in other states or districts must meet the criteria for eligibility prior to placement in a gifted program.

VII. PROCEDURES FOR PROVIDING AN INDIVIDUAL EDUCATIONAL PLAN (IEP)

A. An individual educational plan must be developed for each student.

The term "individual educational plan" means a written statement for an exceptional student that is developed and implemented in accordance with the following definition of terms:

1. Present levels of educational performance is defined as statements of a student's performance, as appropriate, in pre-academic or academic, speech and language, social, motor, self-help, emotional maturity, physical, pre-vocational or vocational areas, as well as a need statement regarding specially designed physical education. The statement shall include appropriate information on demonstrated skill mastery grade levels, or performance in terms of the student's special education needs. These statements may include a description of both in-school and out of school behavior as relevant.

2. Annual goal is defined as statements reflecting a reasonable expectation of what the student can achieve at the end of the current academic year or one year in a special program. Annual goal statements shall specify expected student performance, as appropriate, in pre-academic or academic, speech and language, social, motor, self-help, emotional maturity, physical, pre-vocational or vocational areas and specially designed physical education. Annual goals shall include statements of expected skill mastery, grade levels, or performance in terms of the student's special education needs. Goal statements may be formulated addressing both in-school and out of school behavior as relevant.

3. Short-term instructional objectives is defined as statements which include the observable skill, behavior, or performance to be demonstrated and the conditions under which the student will demonstrate mastery. The scope of short-term objectives specified shall reflect learning outcomes projected for a reporting period, or a quarter or a semester. Short-term instructional objectives shall be specified for each stated annual goal. Short-term objectives must be related to each other and to the annual goal in such short-term objective for each annual goal shall be a reasonable learning skill based on the present level of educational performance.

4. Special Education is defined as significant adaptations in one or more of the following: curriculum, methodology, materials, equipment or environment. Special education includes speech therapy, occupational therapy, and physical therapy, and orientation and mobility training. Special education programs may be organized in one or more of the following patterns:

   (a) basic class with supplementary consultation or special education services;
   (b) basic class supplemented by itinerant instruction or a resource room program;
   (c) special class either full-time or part-time in a regular school;
   (d) special day school;
   (e) public residential school;
   (f) non-public residential or day school through a contractual arrangement or other written agreement;
   (g) special class in a hospital or treatment center;
   (h) individual instruction in a hospital or home setting.

5. Related Services is defined as those appropriate services in addition to instruction required by the exceptional student to benefit from special education, such as transportation, diagnostic and evaluation services, psychological services, social services, student counseling, parent counseling and training, job placement, school health services, medical services for diagnostic or evaluation purposes, braillists, typists and readers for the blind, interpreters, specialized materials and equipment.

6. Participation in regular education programs is defined as statements which describe the student's participation in basic or vocational education specifying the hours or percentage of time.

7. Anticipated initiation date is defined as the projected date(s) upon which the IEP and each program and related service specified in the plan are expected to begin.

8. Anticipated duration date is defined as the projected date(s) upon which the IEP and each program and related service specified in the plan are expected to end.

9. Evaluation criteria and procedures is defined as statements for each short-term instructional objective which include:

   (a) The test, measuring instrument, or systematic data collection device which will provide a direct measure of skill performance and mastery.
   (b) The objective prestated criterion to be used in objective as measured by the test, measuring instrument, or systematic data collection device.
   (c) Dates for administering the devices or collecting skill performance data.
   (d) Data collection and evaluation of mastery/non-mastery of each short term objective must be conducted on a reporting period(s), quarterly or semester basis, as appropriate.*

   Each district is responsible for designing its own format for providing this information in a manner suitable for its own needs.

B. Meetings shall be held to develop, review and revise a gifted student's IEP.

   1. A meeting shall be held at least once a year to review each exceptional student's IEP and, as appropriate, revise its provisions. The IEP should be updated continuously and reviewed annually.

*See Resource Manual Volume III-A for further information on development and evaluation of individual education plans

2. Meetings shall include the following participants:

   a. A representative of the district school system, other than the student's teacher, who is qualified to provide or supervise the provision of special education

   b. The student's teacher.

   c. One or both of the student's parents as provided in Rule 6A-6.331(7), FAC.

   d. The student, when appropriate.

   e. Other individuals at the discretion of the parent or district school system.

   f. In addition, for an exceptional student who has been evaluated for the first time, a member of the evaluation team who is familiar with the results of the evaluation of the student.

C. Preparation of IEP's

Parental involvement in the development of the IEP is required by SBER 6A-6.331. Such involvement is accomplished through parent participation at the eligibility or placement staffing or IEP conference. Attempts to involve the parent(s) in the preparation of the IEP must be documented.

VIII. PROCEDURES FOR DISMISSAL OR REASSIGNMENT

A. If there are indications to show that the student is not benefitting from the gifted program, the overall effectiveness of the program for the student and the specific educational plan for the student should be carefully analyzed. Factors to be considered should include:

1. Excessive absences from the special program and the reasons for these absences
2. Program content and expectations
3. Conflicts between special and regular program
   a. Scheduling
   b. Curriculum expectation
   c. Student performance
   d. Punitive consequences due to participation in the special program
4. Student and parental attitude

Dismissal or reassignment should be determined by a staffing committee consisting of those persons listed in Section VI and VII, following the complete review of all evaluation information and information compiled by the teacher of the gifted and the basic education teacher concerning the student's progress in the gifted program. Every attempt should be made to involve parents/guardians in the staffing committee and such attempts should be recorded and filed in the student's cumulative folder. The final responsibility for dismissal or reassignment will rest with the Director of Exceptional Student Education or designee.

IX. PROGRAM ORGANIZATION

Special programs for the gifted may consist of the following:

1. Basic class with supplementary consultation and special education services
2. Basic class supplemented by itinerant instruction or resource room program
3. Special class either full-time or part-time in a regular school
4. Special day school

In placing a student into one of these educational settings, it is important to remember that the decision should be based on the characteristics of the individual student.

X. INSTRUCTIONAL PROGRAM

Any successful gifted program has its philosophy firmly established. Such a philosophy must be based on theoretical models that have been repeatedly shown to capitalize on the specific characteristics of gifted students. Recommended models are Bloom's Taxonomy, Guilford's Structure of the Intellect and Renzulli's Enrichment Triad.

An example of a philosophy statement follows:

In the state of Florida there are students who possess outstanding intellectual abilities which may require additional special instruction. In order to provide for the educational and personal needs of these gifted students, intellectually challenging and aesthetically rewarding programs have been established throughout the state.

The overall goal of the gifted programs is to encourage and facilitate higher levels of thinking, communication, independent study skills, leadership abilities, productivity, creativity and self-awareness.

The gifted programs also seek to encourage students to maximize intellectual growth, to become aware of personal and community responsibilities and to realize the impact of their academic, social, emotional, creative and leadership capabilities on both the present and future.

B. Curriculum

To assure that specific goals and objectives are designed to meet the unique needs and learning styles of gifted students, curricula for gifted students should be developed around such models as Bloom's Taxonomy, Guilford's Structure of the Intellect and Renzulli's Enrichment Triad.

When considering curriculum provisions, a confluent approach is recommended; that is, a balance of cognitive and affective objectives and activities.

Bloom, Guilford and Renzulli models are provided below for reference:

Model 1:

Bloom's Taxonomy

The six areas of the taxonomy are:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

While gifted curriculum usually emphasizes the upper three levels of Bloom's Taxonomy (Analysis, Synthesis, Evaluation), the entire cognitive domain of the taxonomy should be considered in the context of gifted curriculum. Often, assumptions are made that gifted students are able to analyze, synthesize and evaluate when they lack experiences in acquiring, comprehending and applying knowledge as Blooms's Taxonomy is arranged in a hierarchical order based on the generalization of knowledge or knowledge transfer.

Bloom's Taxonomy of the Cognitive Domain

Types of Learning	Process Verbs	Application
Knowledge and Comprehension	define, distinguish, acquire, recall, identify recognize, locate, demonstrate, discover, restate, match, translate, illustrate	books, tapes, charts, newspapers, magazines, diagrams, records, models, people, films t.v., and radio
Application	solve, choose, report, collect, apply, model, organize, experiment, paint, code, classify, construct report	diary, scrapbook, photographs, cartoon, map, mobile, illustration, sculpture

Bloom's Taxonomy of the Cognitive Domain (con't.)

Types of Learning	Process Verbs	Application
Analysis	categorize, describe, dissect diagram, compare classify, analyse, separate, distinguish, deduce detect	chart, diagram, report, commercial questionnaire, survey graph
Synthesis	create, plan, design, originate, compose, improve infer, explain, invent, hypothesize, combine, specify, develop	story, play, recipe, song, cartoon, game, invention, news article, magazine, puppet show
Evaluation	justify, debate, consider weigh, appraise, judge, criticize, validate, compare, contrast	panel evaluation, editorial, self-evaluation, survey, court trial, conclusion

Bloom's Taxonomy of the Affective Domain

Classification	Process Verbs	Application
Receiving	feel, sense, capture experience, pursue, attend, perceive	all of the strategies below may be used to apply the affective domain: Values clarification
Responding	conform, allow, cooperate, contribute, enjoy, satisfy	Simulation Encounter lesson Role playing
Valuing	believe, respect, seek, search, justify, persuade	Boundary breakers
Organizing	examine, clarify, create, systematize, integrate	
Characterizing	internalize, review, judge, resolve, conclude	

Model 2:

Guilford's Structure of the Intellect (S.O.I.)

This structure presents the various components and classifications of the 120 intellectual factors identifed by J. P. Guilford. It indicates that each ability is a combination of an operation, a content and a product. Application of this model is made through the use of the Structure of the Intellect Learning Abilities Test by Dr. Mary Meeker. Using a profile obtained from this test, individualized instruction and curriculum may be developed for each gifted student. This model emphasizes divergent and evaluative thinking abilities.

Definitions of Categories in the Structure of Intellect

OPERATIONS

Major kinds of intellectual activities or processes; things that the organism does with the raw materials of information, information being defined as "that which the organism discriminates."

C-- Cognition. Immediate discovery, awareness, rediscovery, or recognition of information in various forms; comprehension or understanding.

M-- Memory. Retention or storage, with some degree of availibility, of information in he same form it was committed to storage and in response to the same cues in connection with which it was learned.

D-- Divergent Production. Generation of information from given information, where the emphasis is upon variety and quantity of output from the same source. Likely to involve what has been called transfer. This operation is most clearly involved in aptitudes of creative potential.

N-- Convergent Production. Generation of information from given information, where the emphasis is upon achieving conventionally accepted best outcomes. It is likely the given (cue) information fully determines the response.

E-- Evaluation. Reaching decisions or making judgments concerning criterion satisfaction (correctness, suitability, adequacy, desirability, etc.) of information.

CONTENTS

Broad classes or types of information discriminable by the organism.

F-- Figural. Information in concrete form, as perceived or as recalled possibly in the form of images. The term "figural" minimally implies figure-ground perceptual organization. Visual spatial information is figural. Different sense modalities may be involved, e.g., visual kinesthetic.

S-- Symbolic. Information in the form of denotative signs, having no significance in and of themselves, such as letters, numbers, musical notation, codes, and words, when meanings and form are not considered.

M-- Semantic. Information in the form of meanings to which words commonly become attached; hence most notable in verbal thinking and in verbal communication but not identical with words. Meaningful pictures also often convey semantic information.

B-- Behavioral. Information, essentially non-verbal, involved in human interactions where the attitudes, needs, desires, moods, intentions, perceptions, thoughts, etc., of other people and of ourselves are involved.

PRODUCTS

Forms that information takes in the organism's processing of it.

U-- Units. Relatively segregated or circumscribed items of information having "things" character. May be close to Gestalt psychology's "figure on a ground."

C-- Classes. Conceptions underlying sets of items of information grouped by virtue of ther common properties.

R-- Relations. Connections between items of information based upon variables or points of contact that apply to them. Relational connections are more meaningful and definable than implications.

S-- Systems. Organized or structured aggregates of items of information; complexes of interrelated or interacting parts.

T-- Transformations. Changes of various kinds (redefinition, shifts, or modification) of existing information or in tis function.

I-- Implications. Extrapolations of information, in the form of expectancies, predictions, known or suspected antecedents, concomitants, or consequences. The connection between the given information and that extrapolated is more general and less definable than a relational connection.

Model 3:

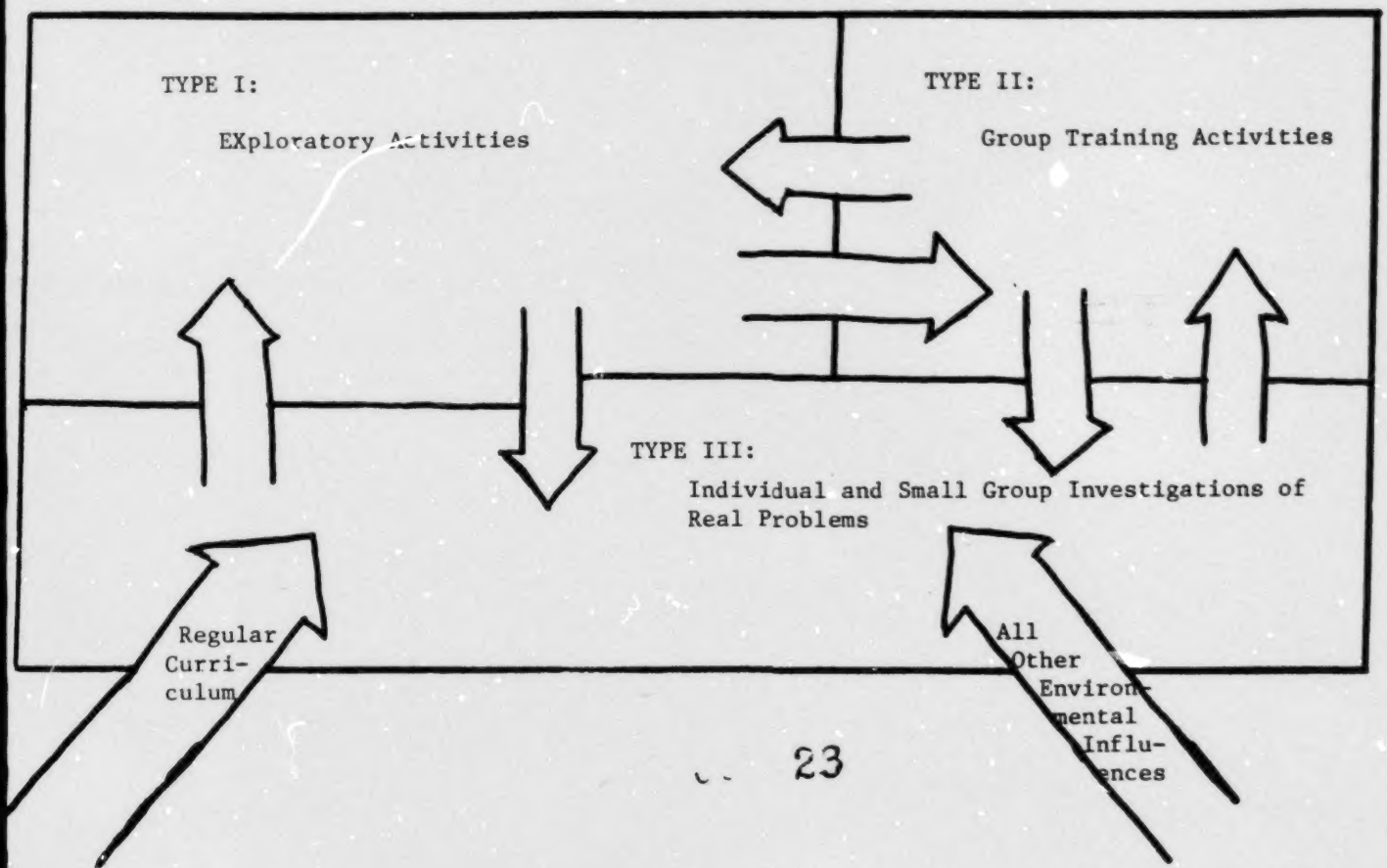
Renzulli's Enrichment Triad

Joseph Renzulli's The Enrichment Triad Model: A Guide for Developing Programs for the Gifted and Talented is another model which may be used. Briefly, Renzulli's model consists of three parts:

1) Type I : General Exploratory Activities which introduce students to areas not ordinarily covered in the regular curriculum.

2) Type II : Group Training Activities which include processes and operations which help the student deal more effectively with content and people.

3) Type III: Individual and Small Group Investigations of Real Problems.



C. Methodology

The effectiveness of the instructional program is determined to a large extent by the classroom setting, and should accomodate large group, small group and individual activities. In addition to the classroom, community resources and field experiences should be incorporated as viable components in the instructional program.

The methodology and activities of the program should reflect the student's identified strengths, weaknesses, interests and learning styles.

1. Strengths and weaknesses of gifted students are identified by various means such as: standardized tests, classroom work samples, teacher observations, and teacher-pupil interviews. The Structure of the Intellect Learning Abilities Test is recommended as one appropriate instrument for determining strengths and weaknesses. Following administration of this test by the teacher of the gifted, a profile can be incorporated into the individual educational plan. Emphasis should be placed on reinforcing the identified strengths and improving weaknesses by means of carefully planned S.O.I. and other curriculum activities.

2. Student interests can be determined by interest inventories (see Appendix).

3. Learning styles may be ascertained through the use of inventories and teacher observations (see Appendix).

4. Strategies suitable for gifted students include:

   a. Large and small group activities

      (1) Learning centers (stations)
      (2) Unit studies
      (3) Research skills
      (4) Mini courses
      (5) Guest speakers (community resources)
      (6) Field experiences
      (7) Group dynamics
          (a) Creative problem solving
          (b) Simulations
          (c) Encounter lessons
          (d) Role playing

b. Individual activities

(1) Independent study (contracts)
(2) Community Internship (see Appendix)

XI. SUPPORTIVE SERVICES

Gifted students exhibit a wide range of characteristics; therefore, a support team with varied orientations and training is desirable. The responsibilities of various educational support team members include:

A. Student Service Personnel

1. School Psychologist

a. Has responsibility for observation, testing and diagnosis
b. Translates test information into educationally relevant suggestions
c. Consults directly with teachers, other school personnel and parents

2. School Guidance Counselor

a. Participates in screening, referral and placement processes
b. Consults with teachers with regard to specific techniques designed to assist the student
c. Assists as a liaison between regular and special education teachers
d. Provides individual and group counseling as appropriate.

3. School Social Worker/visiting teacher

Serves as a liaison between student, family, community agencies and the schools, when appropriate.

B. Instructional Support Resources

1. The Florida Diagnostic and Learning Resources System (FDLRS) provides technical assistance for curriculum development and implementation. The Florida Diagnostic and Learning Resources System is administered by the Department of Education, Bureau of Education for Exceptional Students through 18 host school districts.

2. Teacher Education Centers

a. Determines training needs of teachers
b. Plans training activities for staff
c. Delivers services that are responsive to teacher needs

c. Community Services

1. Community resource people are available to provide assistance and support to the teachers and students.

2. Community resources, organizations and facilities provide specific programs for the gifted.

d. Transportation

In planning for the education of the gifted student, the district should give careful consideration to the scheduling of transporation. If the students are assigned to a special school or class other than the home school, transportaion should be provided to accomodate these students.

In addition, it is recommended that the district budget for transportation to provide opportunities for selected field experiences at no cost to the student.

XII. INSERVICE

Inservice education is a very important aspect of total program planning for the gifted. It is crucial that all school personnel be provided sufficient opportunity to become aware of and understand the purpose and function of all aspects of special programming for gifted students. In addition, inservice education for teachers of the gifted must be provided to update skills and knowledge of current best practices in gifted education. The inservice program should be considered part of the total district program and a reflection of assessed needs of teachers, administrators and district personnel. Inservice education may be provided on a variety of topics, in a variety of ways and by different services, however the following suggestions are offered to assist in the development of a comprehensive inservice schedule.

A. Preplanning Days

1. Administrative Policies

a. District procedures for Exceptional Student Education for programming for the gifted
b. Reporting student progress to parents, school personnel and other concerned professionals
c. Philosophical orientation upon which programs have been developed, including a statement of program goals

d. Procedures for requesting materials and equipment
e. Options for class scheduling
f. Updating knowledge of new legislation

2. Educational Planning

a. Instruction in the use of standardized assessment instruments
b. Initial and ongoing evaluation of student progress
c. Curriculum ideas and implementation
d. Developing and recording educational plans
e. Evaluating student progress and educational plans

3. Supportive Services

a. Information regarding the availability of community services
b. Process through which community services may be obtained
c. Services available through school personnel, including media, student services

B. Ongoing Inservice Experiences

1. Developing curriculum based on theoretical models

2. Developing techniques in the creative process

3. Developing techniques of guidance and counseling

4. Characteristics, needs and learning styles of gifted children

5. Demonstration and production of instructional materials.

6. Demonstration of effective activities by teachers of the gifted.

7. Review of professional literature

8. Preparation of IEP's, including regular education teacher involvement

9. Implementation of curricula, including objectives strategies, activities and evaluation

10. Specific topics related to curriculum

C. Additional Alternatives for Inservice Program

1. Classroom visitation. This provides regular education teachers with the opportunity to gain first-hand knowledge of program goals and operation. In addition, teachers of the gifted visit regular education classrooms for an understanding of the student's total educational environment.

2. Teacher meetings. Opportunities for teachers to get together to discuss common problems and possible solutions is a valuable experience professionally when structured in the proper environment. This may be especially beneficial to a teacher who works in a facility where there are no other special program teachers.

3. Visiting professors, extension courses and consultants.

4. Special workshops or institutes. Institutes and workshops which are designed for teachers from the local district or which include teachers from other school districts has been a highly effective means of dealing with curriculum. Visitation to other district programs is also effective.

5. Newsletters. Although time consuming unless adequate office personnel is available, the newsletter is an excellent means to assist teachers in staying in contact with the happenings of the total program.

6. Fellowships and Scholarships. Teachers may be encouraged to continue their formal training by making available addresses and applications of local, state or federal agencies through which financial assistance may be obtained.

7. Professional Conferences and Conventions. Most professional conferences or conventions are held annually and usually are scheduled during the school week. It is highly desirable that administrators design plans whereby teachers may attend. Such opportunities are perhaps the best morale boosters available.

XIII. PROGRAM EVALUATION

A. A plan for program evaluation should be determined by district personnel including the teachers, administrators and other qualified personnel (administrator of exceptional student education, supervisor of programs for the gifted) at least annually. Each district is responsible for developing specific procedures for evaluation.

B. Program evaluation procedures should be in terms of the program's basic objectives. The evaluation design should collect data for program validation, follow-up, and modification of curriculum and pupil behavior.

One method of evaluation is a tabulation of IEP objective mastery on an annual basis.

The total program evaluation should also include student, parents, teacher and administrative reactions to the program. Such data can be collected in a variety of means:

1. Student IEP performance
2. Parent questionnaire
3. Other school personnel questionnaires
4. Student questionnaires
5. Administrative observations
6. Documentation of teacher performance
7. State reviews and audits

XIV. PARENT INVOLVEMENT

Cooperation between the home and school is a vital factor in helping gifted children develop and use their abilities.

Parents should be fully informed of all decisions that affect the educational programming of their child. In order to meet the minimum due process standards in identification, evaluation and educational placement of gifted students, parents, should be provided with the information of the procedural safeguards.

A. Parents are encouraged to become more aware of their importance in the educational process of the gifted student.

Prior to program placement, there should be contact with the parents to explain the program and the proposed placement.

The IEP conference is the most appropriate time and opportunity to discuss with parents the more specific details of the program and their role in it and obtain their input. Topics to be covered in this conference include:

1. Development of the IEP
2. Parent responsibilities
3. Student responsibilities
4. Teacher responsibilities
5. District responsibilities
6. Daily program operations
7. Additional parent conferences and progress reporting

B. Parents should also be made aware of existing parent organizations, both local and state and given a contact person's name.

XV. HOUSING AND FACILITIES

All of the facilities available to students in the regular school program should also be available for use by student in the gifted program. It is especially important that the media center have materials appropriate for the levels and needs of gifted students, as well as sufficient audio visual equipment for both teacher and student use. Adequate time should be available on a need basis for gifted students to use the media center.

Other special areas such as art, music, science or computer centers should also be made available as well as specialized resource people needed for specific projects.

APPENDIX

Sample Forms and Checklists

PUPIL'S INTEREST RECORD
Citrus County

Name_____Date_____Grade_____

1. Names of siblings (list, beginning with oldest child) _____

_____

2. When you have time to do just as you please, what do you like best to do?

_____

_____

3. What are the names of your three best friends? _____

_____

4. Do you take special lessons outside of school?_____

Do you like them? _____

5. Is there some other kind of special lesson you would like to take?

_____

6. Do you listen to the radio at home?_____ How much? _____

_____When?_____Favorite programs: 1_____

_____ 2_____ 3_____

7. Do you watch television at home?_____How much?_____

Favorite programs: 1_____ 2 _____

_____ 3_____

8. If you were going to be in a show/play, what kind of person would you like to pretend to be? Why?_____

9. If you were going to pretend to be an animal, what animal would vou like to be? Why?_____

10. Which of these places would you like best to go: 1. Farm_____

2. Circus_____ 3. Zoo_____ 4. Museum_____

5. Concert_____ 6. Stage play_____

7. Ball game_____

STUDENT PROJECT GUIDEBOOK
Citrus County

Subject _____

Date Started _____

Date Completed _____

Page

1 INTRODUCTION - CONGRATULATIONS! You are going to select a project that YOU want to work on. You have discovered in working in projects that no one source can possibly give you all the material you desire in a particular area. By looking through books, magazines and encyclopedias, experimenting with materials, talking with resource people, etc., you can learn a great deal about your interest area. When you have done this, you will probably know more about that subject than anyone else in your class. You then become a specialist and you will have something new to share with the class.

This guidebook is to help you in working on your project. Read it carefully and use some suggestions. It will make your work much easier.

2 This is not a project which you must do all by yourself without the help of your teacher, friends, parents, or librarian. If others want to help you and are interested, welcome their help. The world is full of people from whom we can learn. Seek out valuable sources of information. Don't hesitate to ask for help. GOOD LUCK!

3 SELECTING MY PROJECT - Title _____
A brief explanation of my project: _____
_____

Some questions I want to answer: _____
_____
_____

_____
Classroom Teacher

_____

4 HOW TO LOCATE INFORMATION - Things to read

Directions: The teacher has checked some of the items on this list to help you find information on your project. After you have investigated the items checked by the teacher, you check the item in the first column beside the teacher's check (in the second column).

Example of columns used for checks

encyclopedia
dictionaries
textbooks
biographies
magazines
records
hero stories
almanac
library card catalog
bibliographies
index for free materials
pictures
charts
graphs
Instructional Materials Center films
TV
newspapers
maps
adventure stories
other

5 PLACES TO GO

library
historical societies
historical houses
historical factories
business places
concerts
recitals
exploring in nature
town hall
museums
historical villages
antique shops
research laboratories
art gallery and shows
high schools
other

6 PEOPLE TO SEE AND WRITE TO FOR INFORMATION

resource people
teachers
state guidebooks
factories
travel agencies
state and government agencies
musicians
town officials
librarians
churches
manufacturing companies
Chamber of Commerce
artists
other

7 IDEAS FOR SHARING YOUR PROJECT

pictures
magazines
models
dioramas
murals
posters
charts
maps
newspaper clippings
plays
written report
models of people, places, things
chalk board
records
tape recorder
film
filmstrips
slides
drama
oral report
display
overhead projector
other

8 HOW TO ORGANIZE YOUR RESEARCH MATERIAL - After you have exhausted all possible resources, you are ready to put everything you have learned together. There are several ways to do this.

Choose one of the following:

Make an outline for your report.
Using small cards, write down the important things you want to talk about.
From your research notes, put all the information together and in the proper order.
Will you need to make anything?

NOTE: Be sure to include everything you want to share.

9 THINGS TO CHECK IF REPORTING ORALLY - After you have prepared your report, ask yourself the following questions. Be sure you can answer all the questions yes before you report.

Is my information accurate?
Is my information important to my subject?
Did I exhaust all possible resources?
Do I know my subject well?
Have I put it in good order for reporting?
Do I have new and interesting words for my report?
Are the facts and events in the order in which they happened?
Will the beginning of my report make the class interested?
Can someone listen to me give my report before I give it to the class?

10 THINGS TO CHECK FOR MY DISPLAY - When you have gathered your display materials and before you put them around the classroom, ask yourself the following questions. Be sure you can answer all the questions yes before you display your material.

Do all of my materials have labels?
Do my materials stick to the subject?
Do the labels explain the materials?
Is it easy to understand what I have written?
Is my display table neat and attractive?
Did I choose interesting and different ways to display my materials?
Have I asked someone to hold any materials that might be needed during my talk?

11 THINGS TO REMEMBER WHEN REPORTING ORALLY - Our class has talked about many things we should remember when giving a talk before a group. Here are some of the important ones. Try to remember them when you are speaking before the group. Underline the ones that are most important to you. Write below any other guides you feel you need to remember.

11 THINGS TO REMEMBER WHEN REPORTING ORALLY - continued

Speak in complete sentences.
Use new and varied vocabulary words.
Speak in a clear voice so that everyone can hear.
Look at your audience and speak to them.
Say your words clearly.
Stand aside when you are pointing out pictures and maps.

12 LAST MINUTE DOUBLE CHECK

Report is ready.
Cards are ready.
Materials are ready.
Someone will help with the display.
Someone has heard my report.
I am sure of the date.

13 EVALUATION

How did you feel as you worked on your project?
Did you make any changes as you progressed in your work?
Were you satisfied with the work you did?
If you were to do it again, what changes, if any, would you make in your project work?

PRIMARY INDEPENDENT STUDY PLAN
Citrus County

Name _____

Date _____

This week I will do the following:

Materials I will need:

Signature _____

Date of Completion _____

ELEMENTARY INDEPENDENT STUDY PLAN
Citrus County

Date Started _____

My project will be:

I will learn about it in the following ways:

I will share my project by:

PACE teacher_____ Classroom teacher _____

Date Completed _____

How do you feel about what you did?

JUNIOR HIGH PROJECT FORM
Citrus County

Name _____ Date _____

School _____ Grade _____

1. My intended project (your project may be an individual, team or group effort).

_____

_____

2. Describe the end result of your project (scientific study, poem, story, painting, movie, report, etc.)

_____

_____

_____

3. What questions will you try to answer in your project (if it is other than a creative work)?

_____

_____

_____

4. List the resources you will need to carry through your project (an expert in your interest area to work with you, a specific teacher, library materials, learning time in a business or company, laboratory or another school.)

_____

_____

_____

INDIVIDUAL PROJECT CONTRACT
Pasco County

Student _____ Gr. Tr. _____

Project Topic _____ Date begun _____

Presentation Date _____

Dates Due:		Dates Submitted:
_____	Topic	_____
_____	Research Questions	_____
_____	Bibliography and Note Cards	_____
_____	Outline	_____
_____	Beginning & Ending	_____
_____	Rough Draft	_____
_____	Visuals	_____
_____	Final Report(Oral)	_____
_____	Hand in Written report	_____

I will use _____ sources:

_____ Books	_____ Atlas
_____ Encyclopedias	_____ Dictionary
_____ Magazines	_____ Thesaurus
_____ Newspapers	_____ Interview
_____ Vertical File	_____ T.V.
_____ Letter to Govern. or other organization	_____ Other

Description of visuals I will make:

I agree to the items listed on this contract, and will be prepared to give my project presentation on the date given above.

Signed, _____ _____
Contractee Contractor

RESEARCH QUESTIONS

RATING SCALE: 1--Poor
2--Fair
3--Acceptable
4--Very Good
5--Outstanding

EVALUATION CRITERIA
Pasco County

Project Presentation

Poise
1. Did the speaker stand erect without fidgeting or leaning? _____
2. Did the speaker give the appearance of being relaxed and self-confident? _____
3. Did the speaker receive comments and criticisms graciously? _____

Fluency
1. Was the delivery smooth and free from long pauses, repetitions, and corrections? _____
2. Was the delivery paced so as to be clearly understood? _____
3. Was the delivery paced to avoid monotony? _____

Voice Projection
1. Could the speaker be heard in all parts of the room? _____
2. Did the speaker lower his/her voice in the middle of sentences or phrases? _____

Audience Contact
1. Did the speaker look at the audience periodically? _____
2. Did the speaker hold the attention of the audience? _____

Organization and Information
1. Did the speaker present the project information in a discernible sequence? _____
2. Did the speaker prepare a notecard to speak from? _____

Quantity/Quality of Information
1. Was the speaker able to explain the knowledge gathered? _____
2. Did the speaker use terminology relevant to the subject researched? _____
3. Was the speaker secure in the knowledge of the subject researched? _____

Visuals
1. Were the visuals neat? _____
2. Were the visuals effective from all points in the room? _____
3. Did the speaker show visuals which were relevant to the subject? _____
4. Did the speaker display the visuals at the appropriate time in the presentation? _____
5. Did the speaker present visuals of a permanent nature? _____
6. Did the speaker use a variety of visual material? _____

Beginning and Ending
1. Were the beginning and ending of the presentation clearly distinguishable form the other parts of the talk? _____
2. Were the beginning and ending creative and novel? _____

Teacher Comments

Student _____ Teacher _____

Date _____

GIFTED EDUCATION
PROGRESS REPORT
Citrus County

Name _____ Date _____

School _____ Grade _____

ACADEMIC INVOLVEMENT

	Excellent	Good	Needs Improvement
Independent Study Project _____			
_____			
_____			
Group Projects:			
_____			
_____			
_____			

COGNITIVE AND AFFECTIVE SKILLS, BEHAVIORS AND ATTITUDES

I. The student as an Individual:

a) Demonstrates the ability to select own areas of study			
b) Works independently			
c) Utilizes available materials and resource people			
d) Uses proper research skills			
e) Rationalizes the purpose for specific activities			
f) Utilizes oral and written communication skills			
g) Operates creatively Fluent-(flow of ideas,) to think of the most Flexible--(to take different approaches) Original--(unique ideas or ways) Elaborative--(to build on to, give detail,) expand			

	Excellent	Good	Needs Improvement
II. The student as a Group Member			
a) Respects ideas of others as valuable			
b) Participates in selecting common goals			
c) Shares in the responsibilities for activities			
III. The Student as an Evaluator			
a) Demonstrates economical use of time			
b) Demonstrates the ability to carry a task through until completion			
c) Demonstrates the ability to think and act creatively			
d) Demonstrates enthusiasm for learning			

COMMENTS:

Example of Curriculum Checklist

CITRUS COUNTY GIFTED EDUCATION
CURRICULUM ACTIVITIES K-12 KEYED TO BLOOM'S TAXONOMY
CURRICULUM CHECKLIST - GRADES K-3

CURRICULUM AREA	MATERIALS	EVALUATION
_____A. Creative Thinking Skills	Renzulli: Mark I, II	Teacher Observation
_____ Verbal	Frank Williams Materials	Student Products
_____ Figural	Making It Strange	Pre-Test/Post Test
	Stories With Holes	
	Create a Book	
_____B. Research Skills	Search and Research: Packet A & B.	Student End Product
1. Library Skills	Booklet: Research Skills and the Writing of Research Papers by Linda Vogt	Teacher Observations
-- Using the Card Catalog		Student Performance
-- Using the Dictionary		
-- Using the Encyclopedia		
-- Alphabetical Order		
-- Classification		
-- Map Skills		
2. Reading Skills		
-- Table of Contents		
-- Index		
-- Skimming		
-- Find Important Facts		
3. Note Taking Skills		
-- Choosing Facts		
-- Condensing		
-- Organizing		
-- Outlining		
-- Developing Bibliography		

CURRICULUM CHECKLIST K-3 CONTINUED

CURRICULUM AREA	MATERIALS	EVALUATION
4. Writing Skills		
-- Following Outline -- Good Paragraphing (Each has a topic sentence) -- Giving Credit for Direct Quote -- Proof Reading Rough Draft -- Making Final Copy -- Including Title Page, Table of Contents, Bibliography, and any illustrations necessary		
_____C. Humanities Unit	Activities and Materials will vary per grade level	Student Participation and Appreciation
-- Drama -- Dance -- Literature -- Music -- Creative Writing -- Art	Records, F/S, Films Books, Field Trips, and Resource People List Materials Used - - - - - - -	Teacher Observations Student End Product
_____D. Probability, Statistics, and Graphs	Mathways: Bar Graphs, Coordinate messages, concepts, and color & Dice Patterns Films: Fractions Graphs Probability & Statistics	Pre/Post Test Teacher Observation Student Performance
_____E. Animal Study	Books, Field Trips, and Resource People (Vary per grade level and interest) Don't Bug Me Unit (Insects)	Teacher Observation Student End Products

CURRICULUM CHECKLIST K-3 CONTINUED

CURRICULUM AREA	MATERIALS	EVALUATION
_____F. Newspaper Unit	FLRS Newspaper Unit	Student Products
_____G. Career Awareness	Cooking, Woodworking, Printing, Photography	Student Performance Teacher Observation
_____H. Fine Motor Coordination Development	Tangrams, Block Design, Dubnoff and Parquetry Blocks	Teacher Observation Student Performance
_____I. Study of Economic Community	Bakery, Meat Market, Bank, Produce Market, Post Office, Printer, Restaurant, etc.	Teacher Observations Student Participation
_____J. Green Thumb	Media Kit on Plants, Field Trips to Florist, Nursery, Voc. Tech. Horticultural Dept.	
_____K. Ecology Study: An On Going Study or Process Approach	Field Trip to Nature Trail site (C.R.P.S.) -- One visit per season. Marine Science Station Observation Reports Resource People Collections Films	Teacher Observations Student Performance
_____L. Educational Skill Building Games	Silly Syntax Dial-A-Dollar Heads-Up Tens Sentence Cube Down and Out Sentence Builders Cube Fusion Master Mind Mulli Play Take Ten Science Bingo Perquackey Dig It Spello Spe-lingo	Student Performance Teacher Observation

CURRICULUM CHECKLIST K-3 CONTINUED

CURRICULUM AREA	MATERIALS	EVALUATION
_____M. Independent Projects	Independent Project Unit p. 4-8 Curriculum Guide Leon County Library Resources Resource People	Teacher Observations Student End Project
_____N. Other		

PERFORMANCE DATA SCALES

RENZULLI-HARTMAN SCALE

Scale for Rating Behavioral Characteristics of Superior Students

Name _____ Date _____

School _____ Grade _____ Age _____ Yrs. Mos.

Teacher or person completing this form _____

How long have you known this child? _____ Months

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an "X" in the appropriate place according to the following scale of values.

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

Space has been provided following each item for your comments.

Scoring: Separate scores for each of the three dimensions may be obtained as follows:

Add the total number of "X's" in each column to obtain the "Column Total."

Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."

Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.

Enter the Scores below.

Learning Characteristics....._____
Motivational Characteristics....._____
Creativity Characteristics....._____
Leadership Characteristics....._____

Part I: Learning Characteristics

		1	2	3	4
1.	Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	___	___	___	___
2.	Possesses a large storehouse of information about a variety of topics (beyond the usual interest of youngsters his age).	___	___	___	___
3.	Has quick mastery and recall of factual information.	___	___	___	___
4.	Has rapid insight into cause-effect relationships; tries to discover the how adn why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick".	___	___	___	___
5.	Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	___	___	___	___
6.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	___	___	___	___
7.	Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	___	___	___	___
8.	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	___	___	___	___
	Column Total	___	___	___	___
	Weight	___	___	___	___
	Weighted Column Total	___	___	___	___
	TOTAL	___	___	___	___

Part II: Motivational Characteristics

	1	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic).	___	___	___	___
2. Is easily bored with routine tasks.	___	___	___	___
3. Needs little external motivation to follow through in work that initially excites him.	___	___	___	___
4. Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products.	___	___	___	___
5. Prefers to work independently; requires little direction from teachers.	___	___	___	___
6. Is interested in amy "adult problems such as religion, politics, sex, ract - more than usual for his age level.	___	___	___	___
7. Often is self-assertive (sometimes even aggressive); stubborn in his beliefs.	___	___	___	___
8. Likes to organize and bring structure to things, people, and situations.	___	___	___	___
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgement on events, people, and things.	___	___	___	___
Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___
TOTAL	___	___	___	___

Part III: Creativity Characteristics

		1	2	3	4
1.	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	___	___	___	___
2.	Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.	___	___	___	___
3.	Is unirhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	___	___	___	___
4.	Is a high risk taker; is adventurous and speculative.	___	___	___	___
5.	Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if..."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects and systems.	___	___	___	___
6.	Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	___	___	___	___
7.	Is unusually aware of impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	___	___	___	___
8.	Is sensitive to beauty; attends to aesthetic characteristics of things.	___	___	___	___
9.	Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	___	___	___	___
10.	Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	___	___	___	___
	Column Total	___	___	___	___
	Weight	___	___	___	___
	Weighted Column Total	___	___	___	___
	TOTAL	___	___	___	___

Part IV: Leadership Characteristics

		1	2	3	4
1.	Carries responsibility well; can be counted on to do what he has promised and usually does it well.	___	___	___	___
2.	Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	___	___	___	___
3.	Seems to be well-liked by his classmates.	___	___	___	___
4.	Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	___	___	___	___
5.	Can express himself well; has good verbal facility and is usually well-understood.	___	___	___	___
6.	Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	___	___	___	___
7.	Seems to enjoy being around other people; is sociable and prefers not to be alone.	___	___	___	___
8.	Tends to dominate others when they are around; generally directs the activity in which he is involved.	___	___	___	___
9.	Participates in most social activities connected with the school; can be counted on to be there if anyone is.	___	___	___	___
10.	Excels in athletic activities; is well-coordinated and enjoys all sorts of athletic games.	___	___	___	___
	Column Total	___	___	___	___
	Weight	___	___	___	___
	Weighted Column Total	___	___	___	___
	TOTAL	___	___	___	___

DADE COUNTY PUBLIC SCHOOLS
SOUTH CENTRAL DISTRICT

Rating Scale for Kindergarten Pupils

DIRECTIONS: Please place an X in the square beside each question which BEST describes the pupil.

	No	Yes
A. LANGUAGE		
1. Is the pupil able to read?	___	___
2. Does the pupil's speech and sentence patterns indicate he is ready to read?	___	___
3. Does the pupil understand his relationship in such words as up - down, top - bottom, big - little, far - near?	___	___
4. Does the pupil follow a three-step direction?	___	___
5. Does the pupil remain on task for a minimum of 25 minutes?	___	___
B. PSYCHOMOTOR ABILITIES		
1. Can the pupil skip, throw and catch?	___	___
2. Does the pupil exhibit coordination by being able to bounce a ball or tie shoelaces?	___	___
3. Can the pupil reproduce a five-beat rhythm pattern?	___	___
4. Can the pupil draw a person?	___	___
5. Can the pupil complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective?	___	___
6. Can the pupil reproduce a three-dimensional design?	___	___
7. Can the pupil hear likenesses and differences in the beginnings of words; e.g., hill-bill, feet-treat, boat-coat?	___	___

C. MATHEMATICS

	No	Yes
1. Can the pupil repeat five digits forward and three reversed?	___	___
2. Can the pupil join and separate a sequence of sets?	___	___
3. Can the pupil recognize and understand the value of coins (penny, nickle, dime and quarter)?	___	___

D. CREATIVITY	Seldom or never	Occasionally	Frequently	Almost always
1. Can the pupil interpret stories or picture in his own words?	___	___	___	___
2. Can the pupil predict possible outcomes for a story?	___	___	___	___
3. Can the pupil create rhymes which communicate?	___	___	___	___
4. Does the pupil offer solutions for problems that are discussed in the classroom?	___	___	___	___
5. Does the pupil display curiosity by asking many questions or by other types of behavior?	___	___	___	___
6. Does the pupil question critically?	___	___	___	___
7. Does the pupil explore new ideas or invent new ways of saying and telling?	___	___	___	___
8. Does the pupil perform independently?	___	___	___	___

E. GENERAL CHARACTERICTICS

1. Does the pupil readily adapt to new situations; is he flexible in thought and action; and does he seem undisturbed when the normal routine is changed?	___	___	___	___
2. Does the pupil seek new tasks and activities?	___	___	___	___
3. Is the pupil cooperative; does he tend to avoid bickering; and is he generally easy to get along with?	___	___	___	___
4. Does the pupil ten to dominate others and generally direct the activity in which he is involved?	___	___	___	___

	Seldom or never	Occasionally	Frequently	Almost always
5. Does the pupil appear to be happy and well adjusted in school work, as evidenced by relaxed attitude, self-confidence, and pride in work?	___	___	___	___

PLEASE DO NOT MARK BELOW THIS LINE

Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___
TOTAL			_____	

DADE COUNTY PUBLIC SCHOOLS
SOUTH CENTRAL DISTRICT

Rating Scale for First-Grade Pupils

DIRECTIONS: Please place an X in the square beside each question which BEST describes the pupil.

	No	Yes
1. Is the pupil able to read two years above grade level?	___	___
2. Can the pupil recognize the number and sequence of steps in a specified direction?	___	___
3. Can the pupil recognize the properties of right angles in a geometric figure?	___	___
4. Can the pupil identify a three-dimensional object from a two-dimensial projection and/or a two-dimensional object from a three-dimensional projection?	___	___
5. Does the pupil form sets and subsets?	___	___
6. Does the pupil understand the concepts of place value?	___	___

	Seldom or never	Occasionally	Frequently	Almost always
7. Can the pupil create a short story for a familiar subject?	___	___	___	___
8. Can the pupil interpret stories and picture in his own words?	___	___	___	___
9. Does the pupil display curiosity by asking questions about anything and everything?	___	___	___	___
10. Does the pupil question critically?	___	___	___	___
11. Does the pupil demonstrate flexibility in his thinking pattern and the ability to communicate this to others?	___	___	___	___
12. Does the pupil perform independently?	___	___	___	___

	Seldom or never	Occasionally	Frequently	Almost always
13. Can the pupil complete the missing parts of an incomplete, familiar picture by drawing the parts in their proper perspective?	___	___	___	___
14. Does the pupil exhibit superior ability in performing in an organized physical activity and obeying the rules?	___	___	___	___
15. Does the pupil make associations between sounds and their symbols?	___	___	___	___
16. Does the pupil tend to dominate others and generally direct the activity in which he is involved?	___	___	___	___
17. Does the pupil appear to be happy and well adjusted in school work, as evidenced by relaxed attitude, self-confidence and pride in work?	___	___	___	___
18. Does the pupil demonstrate tendencies to organize people, things and situations?	___	___	___	___
19. Does the pupil follow through with tasks that initially he was motivated to do?	___	___	___	___
20. Does the pupil readily adapt to new situations; is he flexible in thought and action; and does he seem undisturbed when the normal routine is changed?	___	___	___	___
21. Does the pupil seek new tasks and activities?	___	___	___	___
22. Is the pupil cooperative; does he ten to avoid bickering; and is he generally easy to get along with?	___	___	___	___
23. Is the pupil self-confident with pupils his own age and/or adults; seems comfortable when asked to show his work to the class?	___	___	___	___
PLEASE DO NOT MARK BELOW THIS LINE				
Column Total	___	___	___	___
Weight	___	___	___	___
Weighted Column Total	___	___	___	___
TOTAL				___

SCHOOL BOARD OF ALACHUA COUNTY, FLORIDA
EXCEPTIONAL STUDENT EDUCATION
1817 East University Avenue
Gainesville, Florida 32601

The High School Community Leadership Program

PROGRAM DESCRIPTION

The High School Community Leadership Program reflects a belief that key decision makers in government, business, health, the arts, media, social services, and related fields have something significant to teach young people through exposure to their orginizational environments. Such learning opportunity helps f ll a major void in the high school curriculum, for despite the fact that all young people can expect to be coping with organizations the rest of their lives--as employees, consumers, and participants in civic affairs--nowhere does the formal instructional progress prepare them for this phenomenon.

Community Leadership interns are seniors who take a semester's leave from all their regular studies and serve as special assistants to senior officials in government, private nonprofit agencies, civic organizations, educational and cultural institutions, mass communications, and the private sector. The Community Leadership sponsors include city, state, and federal commissioners, judges, museum curators, directors of community-based programs, directors of civic organizations, business executives, administrators of programs in the performing arts, newspaper editors and publishers, and radio and television producers. Interns attend policy meetings and conferences with their sponsors, follow up on special assignments, prepare memoranda and reports, and at times even travel with the sponsor.

The success of the program is based on a close one-to-one relationship between the sponsor and intern.

Interns are with their individual sponsors four days a week during regular business hours. On one day each week, all of the interns meet as a group for seminars on urban policy development and administration, in which they discuss readings, meet with officials, make site visits to programs in operation and often make their own presentations. Hence, the program is a marriage of the theoretical and the practical, combining the best elements of a classroom analysis with actual experience in the world of executives and organizations.

As further evidence of the serious educational nature of the program, interns are required to keep analytical daily logs of their activities and to present projects to their high schools at the end of the semester which demonstrate what has been learned in the program. Interns are not paid because they are in the program to learn rather than to be productive employees. However, they do receive a full semester of academic credit for their participation.

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FLORIDA-DEVELOPED MATERIALS

The following products are the result of a gifted education project funded through a P.L. 93-380, Section 404, grant-award to the State of Florida.

They are available from each of the respective Florida Learning Resources System (FLRS) Center or the Bureau of Education for Exceptional Students Clearinghouse/Information Center, Department of Education.

CENTER INVOLVED IN DEVELOPMENT	PRODUCT
FLRS/Apalachee-Leon County Academic Resource Center	Curriculum Models for Gifted Education: Levels 1 (K-2), 2 (3-5), and 3 (6-8) Portalab Modules: Space Technology, Mass Media, Law, City Syndrome, and PASTA (Prepared Activities for Students and Teachers to Adapt)
FLRS/Central-Polk County	Teaching for Evaluative Thinking: Guidelines for Teachers of the Gifted
FLRS/Crown-Duval County	Curriculum Design for Gifted Education Social Processes, Research Methods, Critical Thinking, Creative Expression, Scientific Approach Vol. I - Objectives and Criterion Measures Vol. II - Level 1 Learning Activities (K-3) Vol. III - Level 2 Learning Activities (4-6) Vol. IV - Level 3 Learning Activities (7-9)
FLRS/East-Brevard County	The Humanities: A Bridge to Ourselves (Dominant Themes of Historical Epochs) Levels 2-12
FLRS/Pines-Alachua County	Confluently Oriented Mathematics Laboratory for Gifted Children Labs I-V - Elementary Lab VI - Middle School
FLRS/Springs-Marion County	The Creative Process: Tracking the Giants Levels K-8. Includes multifaceted activities based upon the lives of Da Vinci, Newton, Priestly, Audubon, Carson and Von Braun
FLRS/Action-Orange County	Gifted Education: Strategies and Instructional Procedures for Humanistic Education
FLRS/Alpha-Palm Beach County	Multi-Media Approaches to Independent Study

CENTER INVOLVED IN DEVELOPMENT	PRODUCT
FLRS/Media-Broward County	A Practical Application of Guilford's Structure of the Intellect for the Development and Evaluation of Learning Activities for Gifted Students
FLRS/PAEC-Washington County	The Art of Communication
FLRS/Seven-Hamilton County	Units for Education for the Gifted: Archaeology, Anthropology, Art, Religion
FLRS/Shore-Okaloosa County	Creative Man: Creative Awareness Through Art and Music
FLRS/Southwest Six-Charlotte County	Humanism, Heroes, and Humanities: Instructional Units for Literature, Speech and Drama, Architecture, Art, and Music (Elementary Level)
FLRS/Suncoast-Sarasota County	Humanism, Heroes, and Humanities: An Interdepartmental Approach for Increasing Self-Actualization in Gifted Adolescents
FLRS/South-Dade County	Educational Service Based on a Theory of Intelligence: The Guilford Structure of the Intellect Model (Inservice component)
FLRS/Buccaneer-Hillsborough, Pasco and Pinellas County	Instructional Units for Gifted Education: A Tri-County Project

(continued from inside front cover)

Topical Manuals

___ Volume III-A: Individual Educational Programs, 1980.

___ Volume III-B: Evaluating the Non-English Speaking Handicapped, 1982.

___ Volume III-C: Mediation and Due Process Procedures, 1982.

___ Volume III-D: Maintaining Education Records of Pupils and Adult Students, 1982.

___ Volume III-E: Alternative Communication Systems for Non-Vocal Students, 1982.

___ Volume III-F: Electronic Communication Devices for Visually Impaired Students, 1982.
___ Part 2: Computer Accessibility for the Visually Impaired, 1983.

___ Volume III-G: Alternative Delivery Systems for Homebound/Hospitalized Students, 1982.

___ Volume III-H: Supplement User's Guide AAMD ABS-PSV, 1981.

___ Volume III-I: Computer Assisted Instruction and Support for the Handicapped: Interim Report, 1982.

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___ Part 2: Partners in Planning: A Planning Guide, 1983.
___ Part 3: Partners in Planning: A Participant's Manual, 1983.

Training Manuals

___ Volume IV-A: Training Manual for School Bus Drivers Transporting the Handicapped, 1982.

___ Volume IV-B: A Training Manual for Teachers of the Homebound/Hospitalized Student, 1980.

___ Volume IV-C: A Training Manual for the Development of a Home/School Information System, 1983.

___ Volume IV-D: Educating Parents of the Severely Emotionally Disturbed, 1983.
___ Part 2: An Annotated Bibliography, 1983.

___ Volume IV-E: Management of Eligibility and Placement Processes, 1983.

___ Volume IV-F: Parent Involvement Program for Emotionally Handicapped Students, 1983.

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Curriculum Planning Resources

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Volume V-D: Techniques of Precision Teaching,
___ Part 1: Training Manual, 1983.
___ Part 2: Math Basic Skills Curriculum, 1983.
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